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ABSTRACT

This document, which lists the middle school content competencies for the Work and Family Studies curriculum within Family and Consumer Sciences in Ohio, is intended to help middle school students develop self-responsibility and competence dealing with the practical problems of early adolescence. (Career awareness and career choice options are important for early adolescents who are in the beginning stages of career planning, and Work and Family Life classes at the middle school level help students make decisions about career choices by exploring career options in the context of personal interests, personal skills, and family life goals.) Each of the 7 units include expectations, competencies and key indicators, sample scenarios, sample guiding questions, National Standards for Family and Consumer Sciences Education Competency connections, and Core Integrated Academic and Technical Competency (ITAC) connections. The Core ITAC competencies are the critical connection between Work and Family Life programs and all other programs in Career-Technical and Adult Education in Ohio. The 7 units are as follows: (1) process; (2) career, community, and family connections; (3) consumer and family resources; (4) family; (5) interpersonal relationships; (6) nutrition and wellness; and (7) parenting. (MO)

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Family and Consumer Sciences

Work and Family Life
Middle School Content Competencies

August 2003

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Work & Family Life
Middle School Content Competencies

Overview

Introduction

Work and Family Studies is a set of Family and Consumer Sciences courses designed to help individuals and families across the life span to manage the challenges of living and working in a diverse, global society. Middle school Work and Family Life focuses on helping middle school students develop self-responsibility and competence dealing with the practical problems of early adolescence.

In middle school, students become aware of the links between education, work, money and their own values, expectations and abilities. Implementation of comprehensive career exploration programming is one way to connect schools to the world of work. Career awareness and career choice options are important for early adolescents who are in the beginning stages of career planning. Work and Family Life classes at the middle school level help students make decisions about career choices by exploring career options in the context of personal interests, personal skills and family life goals.

Definitions

- **Expectation** – a statement of desired behaviors and their importance in the world of workplace, family and community.
- **Competencies** – observable and measurable knowledge and skills essential to achievement of the expectation.
- **Key indicators** – describe significant elements of competency performance.
- **Sample Scenario** – a real-life situation requiring learners to apply knowledge and skills reflected in the competencies.
- **Sample Guiding Questions** – targeted questions to use in focusing learners' attention on knowledge and skills covered in the scenario.
- **Core ITAC** - consists of 51 competencies organized into six strands essential for all careers. Core ITAC represents what individuals need to know and be able to do to be successful in further education, in a career and in life. The Core ITAC competencies are the critical connection between Work & Family Life programs and all other programs in Career-Technical & Adult Education in Ohio. The *Core ITAC for Career-Focused Education* can be purchased or downloaded free at www.cete.org/publications.asp

- **National Standards for Family and Consumer Sciences Education** - designed as a set of curriculum standards that organize the subject matter and processes of Family and Consumer Sciences Education, provide a strong and clear conceptualization of the field and establish a common direction for program development and revision at the national, state and local levels. The *Work & Family Life Middle School Content Competencies* are designed to directly reflect the *National Standards for Family and Consumer Sciences Education*. The *National Standards for Family and Consumer Sciences Education* can be purchased at: www.v-tecs.org

Academic Content Standards

A crosswalk of the *Work and Family Life Middle School Content Competencies* and the *Academic Content Standards* for grades 7-9 will be developed as an addendum to this document. Local districts should, however, develop such a crosswalk based on local academic initiatives and individual classroom strategies. A locally developed crosswalk of the *Work and Family Life Middle School Competencies* and the *Academic Content Standards* for grades 7 to 9 will be more inclusive based on "how" the competencies are taught. The Ohio *Academic Content Standards* can be downloaded free at www.ode.state.oh.us/academic_content_standards

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Unit 0 – Process

Expectation

The processes of managing responsibilities, solving problems, making choices, relating to others and assuming leadership roles are found in daily life. Strong skills in these processes lead to quality work and family life. These processes are learned and strengthened over time and can be used in a variety of settings. To build successful careers, mold stable families, create lasting friendships and shape strong communities, skills in these processes are essential and must be practiced.

Competencies & Key Indicators

0.1 Manage work and family responsibilities for the well-being of self and others.

- 0.1.1 Explore the value and meaning of work and the value and meaning of family.
- 0.1.2 Compare how work life is affected by families and how families are affected by work life.
- 0.1.3 Identify management strategies for balancing work and multiple family roles throughout the lifespan.

0.2 Apply problem-solving process to personal and family problems for well-being of self and others.

- 0.2.1 Clarify personal and family issues.
- 0.2.2 Identify adequate, reliable information and resources for personal and family problem solving.
- 0.2.3 Create alternative choices for solving problems.
- 0.2.4 Evaluate potential consequences of alternative choices.
- 0.2.5 Use criteria and standards to make ethical decisions.
- 0.2.6 Evaluate outcomes.

0.3 Relate to others in positive, caring ways.

- 0.3.1 Identify significance of caring, respectful relationships.
- 0.3.2 Create strategies for relating to people of different ages, abilities, genders and cultures.
- 0.3.3 Communicate effectively.
- 0.3.4 Express personal feelings, needs and ideas constructively.
- 0.3.5 Manage conflict.
- 0.3.6 Seek help when needed.

0.4 Assume leadership role as a responsible family member and citizen.

- 0.4.1 Identify ways to be a responsible citizen at home, at school, at work and in community settings.

0.4.2 Evaluate societal conditions affecting personal, family and community well-being
0.4.3 Describe visions and goals for families, student organizations and work groups.
0.4.4 Evaluate consequences of cooperative and uncooperative actions.
0.4.5 Cooperate with others to achieve group goals
0.4.6 Use planning processes to establish and achieve individual and group goals.
0.4.7 Identify ways to influence public policy that impacts the well-being of individuals, families, communities and societies.

Sample Scenario

You are a 13-year-old who wants to have an expensive pair of name-brand athletic shoes for the first day of school. Because of the many expenses at the start of school, the family budget allows your parents to pay for half of the cost of the shoes you want. Develop a plan to earn the rest of the money needed to purchase the shoes. Present your plan to your parents or classmates.

Sample Guiding Questions

1. What are the regular monthly expenses for your family budget? What extra costs are there for your family at the start of school?
2. What choices do you have for earning the money you need?
3. How will you save money for the shoes and still have money to do other activities?

National Standards for Family and Consumer Sciences Education

Competency Connection (Chapter 3 *Process for FACS National Standards, Reasoning for Action Standard* on pages 23-24)

Middle School Content Competency	Reasoning for Action Standard
0.1	2, 3
0.2	1, 2, 3, 4, 5
0.3	1, 2
0.4	2, 4

Core ITAC Competency Connection

Strand 1: Solving Problems and Thinking Skillfully	1.1, 1.2, 1.3, 1.9, 1.10
Strand 2: Communicating Effectively	2.1, 2.2, 2.5, 2.11
Strand 3: Applying Technology	None
Strand 4: Working Responsibly	4.1, 4.2, 4.3, 4.6
Strand 5: Planning and Managing a Career	5.5
Strand 6: Managing Resources	6.2, 6.3, 6.7

Unit 1 - Career, Community & Family Connections

Expectation

Throughout life individuals will grow and develop to become productive members of family and society. Individuals need to be actively engaged in seeking a career that matches their interests, abilities, aptitudes and skills. Career planning enhances the possibility that one will find success and satisfaction as an individual and within the family and community.

Competencies & Key Indicators

1.1 Analyze the impact of social, economic and technological change on work and family dynamics.

- 1.1.1 Describe the interaction between work and family life.
- 1.1.2 Describe the responsibilities among family members.
- 1.1.3 Identify techniques to assist balancing work and family roles.
- 1.1.4 Analyze the potential impact of career path decisions on balancing work and family.
- 1.1.5 Examine policies, issues and trends in the workplace and community that impact individuals and families.

1.2 Analyze ways that individual career goals can enhance the family's capacity to meet goals for all family members.

- 1.2.1 Examine the importance of setting goals.
- 1.2.2 Examine types of goals.
- 1.2.3 Determine skills and knowledge needed to develop a life plan for achieving individual, family and career goals.
- 1.2.4 Describe the importance of self-assessment.
- 1.2.5 Establish short-term and long-term career goals.
- 1.2.6 Evaluate how employee benefits enrich and support the quality of life.
- 1.2.7 Determine goals for life-long learning and leisure opportunities for all family members.

1.3 Examine potential career choices to determine the knowledge, skills and attitudes associated with each.

- 1.3.1 Evaluate factors affecting career choices.
- 1.3.2 Evaluate barriers to employment.
- 1.3.3 Identify sources of career information.
- 1.3.4 Assess personal interests, values, skills and expectations about work in relation to career planning.
- 1.3.5 Research traditional and non traditional careers.
- 1.3.6 Identify opportunities for education and training for job preparation.

1.4 Demonstrate job seeking and job keeping skills.

- 1.4.1 Analyze factors to consider when seeking a job.
- 1.4.2 Explain how to find job openings.
- 1.4.3 Outline procedures for obtaining a work permit.
- 1.4.4 Develop skill in writing letters of application, job applications and resumes.
- 1.4.5 Demonstrate interviewing skills.
- 1.4.6 Identify the characteristics of successful workers.
- 1.4.7 Distinguish between helpful and hurtful feedback about job performance.
- 1.4.8 Identify issues affecting work relationships.
- 1.4.9 Describe ways to develop good working relationships with boss and coworker(s).

1.5 Demonstrate career promotion skills

- 1.5.1 Examine strategies to manage the impact of changing technologies in workplace settings.
- 1.5.2 Demonstrate leadership skills and abilities in the workplace and community.
- 1.5.3 Examine factors that contribute to maintaining safe and healthy work and community environments.
- 1.5.4 Demonstrate work ethics and professionalism.

1.6 Arrange a plan for individuals and families to select and develop skills in community activities.

- 1.6.1 Examine goals that support individuals and family members in carrying out community and civic responsibilities.
- 1.6.2 Describe the rights and responsibilities of citizenship.
- 1.6.3 Identify ways to be a responsible citizen at home, at school and in community settings.
- 1.6.4 Assess the importance of volunteering.
- 1.6.5 Identify the characteristics of a responsible volunteer.
- 1.6.6 Identify opportunities to volunteer in community activities.
- 1.6.7 Determine skills that provide beneficial services to the community.

1.7 Analyze how community issues affect families.

- 1.7.1 Examine the impact of public policies, agencies and institutions on the family.
- 1.7.2 Examine community resources and systems of formal and informal support available to individuals and families.

Sample Scenario

You are the parent of two children, ages 14 & 12. You have noticed that your children are spending a large amount of time watching TV, playing video games or talking to friends on the phone. After school activities often interfere with the opportunity for your family to eat dinner or spend as much time together as you would like. There have been articles in your local newspaper about several organizations in your community that need volunteer help. Develop a plan for your family to volunteer for a community activity together that will not interfere with work or school obligations. Present your plan to an audience that may include parents, community agency representatives and/or other appropriate individuals.

Sample Guiding Questions

1. How will you determine what community activities are available that need volunteer assistance?
2. How will you decide on one community activity that all family members will be interested in doing?
3. What factors do you need to consider when adding this additional commitment to your family life?

National Standards for Family and Consumer Sciences Education Competency Connection

Middle School Content Competency	National Content Standard
1.1	1.1
1.2	1.1
1.3	1.2
1.4	1.2
1.5	1.2
1.6	1.3
1.7	1.3

Core ITAC Competency Connection

Strand 1: Solving Problems & Thinking Skillfully	1.1, 1.2, 1.3, 1.7, 1.9
Strand 2: Communicating Effectively	2.1, 2.2, 2.3, 2.4, 2.11
Strand 3: Applying Technology	none
Strand 4: Working Responsibly	4.1, 4.2, 4.3, 4.4, 4.6
Strand 5: Planning & Managing a Career	5.1, 5.2, 5.3, 5.4, 5.5, 5.6
Strand 6: Managing Resources	6.2, 6.4, 6.5, 6.7

Unit 2 - Consumer & Family Resources

Expectation

Resources include time, energy, technology, finances and the environment. Managing resources wisely is a skill that is necessary in order to achieve individual and family goals.

Competencies & Key Indicators

2.1 Apply management and planning skills and processes to organize tasks and responsibilities.

- 2.1.1 Analyze how resources can be used to reach individual potential.
- 2.1.2 Create ways to increase individual potential by increasing personal resources.
- 2.1.3 Analyze factors affecting time management.
- 2.1.4 Identify time management techniques.
- 2.1.5 Develop a time management plan.

2.2 Examine how individuals and families make choices to satisfy needs and wants.

- 2.2.1 Identify needs and wants.
- 2.2.2 Examine the use of resources in making choices that satisfy needs and wants of individuals and families.
- 2.2.3 Examine individual and family roles in the economic system.
- 2.2.4 Compare sources of goods & services.
- 2.2.5 Evaluate ways to pay for goods and services.
- 2.2.6 Assess the importance of considering price & quality.
- 2.2.7 Develop skill in comparison shopping.
- 2.2.8 Analyze factors affecting spending patterns.
- 2.5.9 Identify criteria for wise buying practices.

2.3 Apply management principles to individual and family financial practices.

- 2.3.1 Identify and evaluate sources of personal or family income.
- 2.3.2 Examine the need for personal and family financial planning.
- 2.3.4 Identify steps in budget processing.
- 2.3.5 Prepare a budget.
- 2.3.6 Obtain personal and legal documents related to managing individual and family finances.
- 2.3.7 Determine practices that allow families to maintain economic self-sufficiency.

2.4 Implement decisions about providing safe and nutritious food for individuals and families.

2.4.1 Evaluate factors to consider when making food purchases.
2.4.2 Develop guidelines and criteria for food purchases.
2.4.3 Identify resources relevant to food purchases.
2.4.4 Determine the importance of food preparation skills.
2.4.5 Apply budgeting principles to decisions about food purchases.

2.5 Implement decisions about purchasing, creating and maintaining clothing.

2.5.1 Evaluate factors to consider when selecting clothing.
2.5.2 Evaluate factors to consider when purchasing clothing.
2.5.3 Determine the importance of caring for clothing.
2.5.4 Describe skills used in caring for clothing.
2.5.5 Analyze care labels to determine appropriate clothing care.
2.5.6 Demonstrate skill in repairing and recycling clothing.
2.5.7 Analyze factors affecting clothing construction decisions.

2.6 Implement decisions about housing and furnishings.

2.6.1 Explain how housing meets the needs of individuals and family members.
2.6.2 Evaluate types of housing.
2.6.3 Analyze additional costs associated with housing.
2.6.4 Describe the function of personal living space in housing.
2.6.5 Develop skill in designing personal living space creatively.
2.6.6 Assess the importance of household cleanliness.
2.6.7 Identify procedures for basic household maintenance and repair.
2.6.8 Analyze housing issues.
2.6.9 Evaluate the impact of homelessness.

2.7 Examine information about procuring and maintaining health care to meet the needs of individuals and family members.

2.7.1 Identify current health concerns.
2.7.2 Identify appropriate health care services.
2.7.3 Apply management principles to decisions about individual and family health insurance.

2.8 Implement decisions about recreational needs.

2.8.1 Describe the use and value of leisure time.
2.8.2 Analyze factors that influence the use of leisure time.
2.8.3 Evaluate positive and negative consequences of leisure-time activities.

2.9 Apply consumer skills to acquire and maintain transportation that meets the needs of individuals and family members.

- 2.9.1 Explain how transportation meets the needs of individuals and families.
- 2.9.2 Evaluate types of transportation.
- 2.9.3 Analyze costs associated with transportation.
- 2.9.4 Apply management principles to decisions about transportation.

2.10 Examine how media and technological advances impact family and consumer decisions.

- 2.10.1 Identify sources of consumer information.
- 2.10.2 Examine the impact of advertising messages.
- 2.10.3 Distinguish between various types of advertising appeals.
- 2.10.4 Analyze influences on consumer decisions.
- 2.10.5 Review types of technology that impact family and consumer decision-making.
- 2.10.6 Assess the use of technology and its impact on quality of life.

2.11 Examine state and federal policies and laws providing consumer protection.

- 2.11.1 Identify information found on labels.
- 2.11.2 Describe laws influencing labeling.
- 2.11.3 Explain the types of warranties and guarantees.
- 2.11.4 Examine the impact of fraud and deception.
- 2.11.5 Investigate how policies become laws related to consumer rights.
- 2.11.6 Examine economic impacts of laws and regulations that pertain to consumers and providers of services.
- 2.11.7 Examine skills used in seeking information related to consumer rights.
- 2.11.8 Describe ways to deal effectively with consumer problems.

2.12 Examine environmental trends and issues affecting families and future generations.

- 2.12.1 Identify types of natural resources.
- 2.12.2 Determine individual and family responsibility in relation to environmental trends and issues.
- 2.12.3 Investigate government regulations for conserving natural resources.
- 2.12.4 Examine behaviors that conserve, reuse and recycle resources to maintain the environment.
- 2.12.5 Conserve resources through pre-cycling, recycling and beautification.

Sample Scenario

You are the parent of a 14-year-old middle school student who is beginning to talk about having her own car by the time she is of driving age. An additional car and driver would help the family because the 14-year-old often needs transportation for after school activities. Your teenage driver could also assist with the transportation needs of your younger children. Develop a plan to be able to purchase an additional car for your family when your teenager receives her driver's license. Present your plan to an audience that may include parents, teachers, community agency representatives and/or other appropriate people.

Sample Guiding Questions

1. How do your goals affect how you manage resources?
2. What considerations should be made to meet the need for an additional car in you family? Are there other options?
3. What other costs are involved in owning a car? How will those expenses be met after the car is purchased?

National Standards for Family and Consumer Sciences Competency Connection

Middle School Content Competency	National Content Standard
2.1	2.1
2.2	2.1, 2.5
2.3	2.5, 2.6
2.4	2.1
2.5	2.1
2.6	2.1
2.7	2.1, 2.6
2.8	2.1
2.9	2.1
2.10	2.4
2.11	2.3, 2.5
2.12	2.2

Core ITAC Competency Connection

Strand 1: Solving Problems and Thinking Skillfully	1.1, 1.2, 1.3, 1.4, 1.7, 1.8, 1.9, 1.10
Strand 2: Communicating Effectively	2.1, 2.5, 2.11
Strand 3: Applying Technology	3.1
Strand 4: Working Responsibly	4.2, 4.6
Strand 5: Planning and Managing a Career	5.1, 5.2
Strand 6: Managing Resources	6.1, 6.2, 6.3, 6.4, 6.7, 6.8, 6.9, 6.11

Unit 3-Family

Expectation

Family is defined as the basic unit of society, a group of people who share goals and values and have commitment to one another. The quality of family relationships has a key role in the ability of individuals to be effective in school, work and the community. The family has a significant impact on the well being of individuals, society and the global community.

Competencies & Key Indicators

3.1 Examine family as the basic unit of society.

- 3.1.1 Examine the meaning of family.
- 3.1.2 Describe functions of the family.
- 3.1.3 Define family roles.
- 3.1.4 Describe the different types and structures of families and their cultures.
- 3.1.5 Compare family lifestyles.

3.2 Analyze the importance of the family in meeting the needs of family members.

- 3.2.1 Identify the characteristics of strong families.
- 3.2.2 Assess types of support systems that strengthen families.
- 3.2.3 Identify the value of clear boundaries and rules in strong families.
- 3.2.4 Examine the role of family in developing independence, interdependence and commitment of family members.
- 3.2.5 Examine the role of family in teaching culture and traditions across the life span.
- 3.2.6 Determine the role of family in transmitting societal expectations.

3.3 Determine the impact of change and transitions over the life course.

- 3.3.1 Describe ways to care for family members.
- 3.3.2 Create strategies for enriching families.
- 3.3.3 Compare factors causing change within family roles.
- 3.3.4 Explain changes that occur during the family life cycle.
- 3.3.5 Describe changes people face as individuals, family members and members of society.
- 3.3.6 Analyze types and causes of family crisis.
- 3.3.7 Identify ways to cope with crises and stress.

3.4 Examine the impact of empathy for diversity on individuals in family, work and community settings.

- 3.4.1 Determine the value of the diversity of world cultures.

3.4.2 Examine the impact of cultural diversity on individuals and families.
3.4.3 Demonstrate awareness of multiple diversities and their impact on individuals and families.
3.4.4 Demonstrate respect for diversity with sensitivity to anti-bias, gender, equity, age, culture and ethnicity.
3.4.5 Identify ways to work cooperatively with others of diverse backgrounds.

3.5 Examine the impact of the global village on the need to appreciate diversity.

3.5.1 Describe the interdependency of nations and peoples of the world.
3.5.2 Examine global influences on today's families.
3.5.3 Identify ways to deal with changing global society.
3.5.4 Analyze the consequences of world issues.
3.5.5 Identify international organizations that address global problems.

Sample Scenario

You have recently decided that your 85-year-old mother will move in with you and your three children. Your mother has frequent appointments with her doctor; she has some unique dietary needs and can no longer drive. You have called a "family council meeting" to make a plan for the move and to discuss the changes this will bring about in your family. Develop a plan to address the changes, taking into consideration the needs and well-being of all family members. Present this plan, using visual and written materials, to an audience that may include parents, teens, geriatric professionals, family services professionals and/or other appropriate people.

Sample Guiding Questions

1. What changes are likely to be made in the family? How might each person in the family be affected by the changes?
2. How can you identify each family member's wants and needs in order to support family and individual satisfaction and well-being?
3. How might family members adapt to the changes? How might they negotiate with others to meet their needs?
4. How are the family's resources likely to be affected by these changes? What other resources are available to help families in time of major changes?

National Standards for Family and Consumer Sciences
Competency Connection

Middle School Content Competency	National Content Standard
3.1	6.1
3.2	6.1
3.3	6.1
3.4	6.2
3.5	6.2

Core ITAC Competency Connections

Strand 1: Solving Problems and Thinking Skillfully	1.2, 1.6, 1.9, 1.10
Strand 2: Communicating Effectively	2.1, 2.2, 2.3, 2.5, 2.11
Strand 3: Applying Technology	None
Strand 4: Working Responsibly	4.2, 4.4, 4.6
Strand 5: Planning and Managing a Career	5.2
Strand 6: Managing Resources	6.7

Unit 4 - Interpersonal Relationships

Expectation

Healthy personal development is essential to functioning effectively in relationships with others at home, in the community and in the workplace. Individuals with skills for nurturing relationships and managing conflict enhance the quality of one's personal, family, community and workplace interactions.

Competencies & Key Indicators

4.1 Examine processes for building and maintaining interpersonal relationships.

- 4.1.1 Evaluate reasons for friendships and other support relationships.
- 4.1.2 Develop skills needed to build and maintain friendships.
- 4.1.3 Analyze ways to resolve conflict and changes in friendships.
- 4.1.4 Describe consequences and benefits of acting in caring ways.
- 4.1.5 Identify strategies to express feelings of caring for self and others.
- 4.1.6 Determine the impact of life span events and conditions on relationships.
- 4.1.7 Compare physical, emotional and intellectual responses in stable and unstable relationships.
- 4.1.8 Determine factors that contribute to healthy and unhealthy relationships.
- 4.1.9 Explore processes for handling healthy and unhealthy relationships.

4.2 Explain the impact of personal standards and codes of conduct on interpersonal relationships.

- 4.2.1 Identify personal needs, wants and feelings.
- 4.2.2 Consider the effect of personal needs and characteristics on relationships.
- 4.2.3 Evaluate the importance of self-esteem.
- 4.2.4 Examine the effect of personal image and self-esteem on relationships.
- 4.2.5 Identify ways to build self esteem.
- 4.2.6 Develop a plan to build a positive personal image.
- 4.2.7 Determine sources of personal values.
- 4.2.8 Examine the relationship between values, attitudes and behavior.
- 4.2.9 Examine types of standards for making judgments about interpersonal relations.
- 4.2.10 Apply standards when making judgments and taking action.
- 4.2.11 Evaluate positive and negative effects of peer pressure on self and personal values.
- 4.2.12 Practice techniques of avoiding peer pressure.

4.3 Create environment that encourages and respects the ideas, perspectives and contributions of all group members.

- 4.3.1 Assess the importance of belonging to a group.
- 4.3.2 Demonstrate strategies to motivate and encourage group members.
- 4.3.3 Create strategies to utilize strengths and limitations of team members.
- 4.3.4 Demonstrate techniques that develop team and community spirit.
- 4.3.5 Demonstrate ways to organize and delegate responsibilities.
- 4.3.6 Create strategies to integrate new members into a team.
- 4.3.7 Demonstrate processes for cooperating, compromising and collaborating.

4.4 Examine roles and functions of communication in family, work and community settings.

- 4.4.1 Identify ways different people communicate.
- 4.4.2 Explain the importance of direct communication with others.
- 4.4.3 Analyze the effect of nonverbal communication on relationships.
- 4.4.4 Distinguish between assertive, passive and aggressive behavior in communication.
- 4.4.5 Demonstrate effective listening and feedback techniques.
- 4.4.6 Demonstrate verbal and nonverbal behaviors and attitudes that contribute to effective communication.
- 4.4.7 Examine communications styles and their effect on relationships.
- 4.4.8 Examine the impact of communication technology in family, work and community settings.
- 4.4.9 Examine barriers to communication in family, work and community settings.
- 4.4.10 Practice ethical principles of communication in family, work and community settings.

4.5 Determine stress management strategies for family, work and community settings.

- 4.5.1 Describe types of stress and their consequences.
- 4.5.2 Identify symptoms of stress.
- 4.5.3 Analyze sources of stress.
- 4.5.4 Identify and practice stress management strategies.

4.6 Determine the origin and development of behaviors regarding conflict.

- 4.6.1 Identify causes of conflict.
- 4.6.2 Determine how similarities and differences among people affect conflict management and prevention.
- 4.6.3 Examine the relative merits of opposing points of view regarding current ethical issues.
- 4.6.4 Determine the importance of conflict management.
- 4.6.5 Appraise nonviolent strategies that address conflict.

4.6.6 Determine the roles of decision making and problem solving in reducing/managing conflict.
4.6.7 Choose effective responses to harassment.
4.6.8 Demonstrate ethical behavior in family, workplace and community settings.
4.6.9 Assess community resources that support conflict prevention and management.

4.7 Apply guidelines for assessing the nature of issues and situations.

4.7.1 Determine the need for assertive behavior in promoting personal safety, welfare and dignity.
4.7.2 Demonstrate assertiveness skills.
4.7.3 Examine types of standards for making judgments about interpersonal relationships.
4.7.4 Apply standards when making judgments and taking action.
4.7.5 Develop strategies to deal with high risk and undesirable situations.

4.8 Determine processes for preventing family violence.

4.8.1 Analyze reasons for conflicts between adults and children in families.
4.8.2 Explain causes of sibling rivalry.
4.8.3 Analyze the characteristics of family violence.
4.8.4 Explain factors contributing to family violence.
4.8.5 Identify ways to develop positive relationships with adults.
4.8.6 Identify ways to develop positive relationships with siblings.
4.8.7 Identify resources to assist individuals and families with emotional issues.
4.8.8 Compare resources that offer help for family violence.

Sample Scenario

You are the parent of a middle school student. Your child has shared with you that her best friend (also a middle school student) has started smoking. The young friend has been using her lunch money to buy cigarettes from older students at school. Your child has told you this in strict confidence, but the young friend's mother is also a friend of yours. With current health concerns about teenage smoking you feel that the girl's mother needs to know about the smoking problem. Develop a plan to inform the young friend's mother about her daughter's behavior. Present your plan to an audience of parents, teachers, social workers or other appropriate people using visual and written materials.

Sample Guiding Questions

1. How might revealing this confidential information create conflict between you and your own child? How might you avoid this conflict?
2. How might breaking this confidence create conflict between your child and her friend? How will you help mend their relationship?
3. Where will you get information on the risks of teenage smoking?

National Standards for Family and Consumer Sciences
Competency Connection

Middle School Content Competency	National Content Standard
4.1	13.1, 13.2
4.2	13.2
4.3	13.5
4.4	13.3
4.5	13.1
4.6	13.4, 13.6
4.7	13.6

Core ITAC Competency Connections

Strand 1: Solving Problems and Thinking Skillfully	1.1, 1.3
Strand 2: Communicating Effectively	2.1, 2.2, 2.5, 2.11
Strand 3: Applying Technology	None
Strand 4: Working Responsibly	4.1, 4.2, 4.3, 4.6
Strand 5: Planning and Managing a Career	5.1, 5.5
Strand 6: Managing Resources	6.1, 6.3, 6.5, 6.7, 6.8

Unit 5 - Nutrition & Wellness

Expectation

Good wellness practices and the quality of food choices impact physical, emotional and social health on a daily basis. Wellness practices and food choices made today will affect life expectancy, reproductive health and risk factors for disease. The ability to competently plan strategies for choosing, acquiring, preparing and storing foods will affect overall health and wellness.

Competencies & Key Indicators

5.1 Examine physical, emotional, social, psychological and spiritual components of individual and family wellness.

- 5.1.1 Explain the importance of wellness and good health.
- 5.1.2 Identify the role of physical fitness in maintaining wellness and good health.
- 5.1.3 Evaluate strategies for maintaining wellness and good health.
- 5.1.4 Explain importance of maintaining a healthy weight.
- 5.1.5 Analyze factors affecting weight management.
- 5.1.6 Evaluate methods of weight management.

5.2 Compare the impact of psychological, cultural and social influences on food choices and other nutrition practices.

- 5.2.1 Analyze factors affecting food choices.
- 5.2.2 Assess the effect of nutrients on health, appearance and peak performance.
- 5.2.3 Analyze the consequences of healthy and poor nutrition practices.
- 5.2.4 Assess the impact of food and diet fads, food addictions and eating disorders on wellness.
- 5.2.5 Research the relationship of nutrition and wellness to individual and family health throughout the life span.
- 5.2.6 Apply various dietary guidelines in planning to meet nutrition and wellness needs.
- 5.2.7 Design strategies that meet the health and nutrition requirements of individuals and families with special needs.

5.3 Examine impact of world, US and local influences on food choices and wellness issues.

- 5.3.1 Identify the governmental, economic and technological influences on food choices and practices.
- 5.3.2 Examine legislation and regulations related to nutrition and wellness issues.
- 5.3.3 Investigate the impact of global and local events and conditions on food choices and practices.

5.3.4 Determine how changes in national and international food production and distribution systems impact the food supply.

5.4 Appraise sources of food and nutrition information, including food labels, related to health and wellness.

5.4.1 Develop guidelines and criteria for food purchases.
5.4.2 Identify and consider factors in planning balanced meals.
5.4.3 Identify resources relevant to food preparation.

5.5 Demonstrate ability to select, store, prepare and serve nutritious and aesthetically pleasing foods.

5.5.1 Select nutritious foods.
5.5.2 Describe the source and use of recipes in food preparation.
5.5.3 Demonstrate skill in using recipes.
5.5.4 Determine the importance of food preparation skills.
5.5.5 Demonstrate the use of kitchen utensils and small appliances in food preparation.
5.5.6 Develop food preparation skills.

5.6 Determine conditions and practices that promote safe food handling and sanitation.

5.6.1 Identify ways to prevent accidents in the kitchen.
5.6.2 Identify and practice clean and safe food handling techniques.
5.6.3 Develop skill in maintaining a clean and safe kitchen.
5.6.4 Monitor food borne illness as a health issue for individuals and families.
5.6.5 Review public dialogue about food safety and sanitation.

Sample Scenario

It is the first week of school and there are 3 new foreign exchange students enrolled in your school. The principal has asked your class to plan and prepare a welcoming reception for these students. The reception will be part of the next PTA meeting where 75-100 parents usually attend. Develop a nutritious menu that includes some foods from each exchange student's home country. Develop a written plan that includes why each food was chosen, a list of the ingredients necessary to serve 100 guests and a plan to complete the food preparation and serve it at the PTA meeting. Present your plan, using written and visual materials, to an audience that may include PTA members, parents, teachers and/or other appropriate people.

Sample Guiding Questions

1. How will you decide what foods to prepare for the reception?
2. How will you determine how much of each ingredient you will need?

3. What do you need to consider in planning how to complete the food preparation?
4. What do you need to present the food in a pleasing way?

National Standards for Family and Consumer Sciences
Competency Connections

Middle School Content Competency	National Content Standard
5.1	14.1
5.2	14.1, 14.2, 14.3
5.3	14.1, 14.4
5.4	14.4
5.5	14.3
5.6	14.4

Core ITAC Competency Connections

Strand 1: Solving Problems and Thinking Skillfully	1.2, 1.9, 1.10
Strand 2: Communicating Effectively	2.11
Strand 3: Applying Technology	3.1
Strand 4: Working Responsibly	4.6
Strand 5: Planning and Managing a Career	None
Strand 6: Managing Resources	6.1, 6.2, 6.3, 6.4, 6.5, 6.8

Unit 6 - Parenting

Expectation

Knowledge and skills of good parenting practices are critical in today's world. Good parenting practices enhance healthy child development and strengthen families. The effect of good parenting practices impacts home, community and work environments.

Competencies & Key Indicators

6.1 Examine parenting roles across the life span.

- 6.1.1 Determine consequences of parenting practices to the individual, family and society.
- 6.1.2 Determine societal conditions that impact parenting across the life span.
- 6.1.3 Explain cultural differences in roles and responsibilities of parenting.
- 6.1.4 Analyze how the parenting role changes lifestyles and other roles.
- 6.1.5 Evaluate lifelong commitment necessary and personal readiness for assuming the parenting role.

6.2 Examine expectations and responsibilities of parenting.

- 6.2.1 Develop criteria for a safe environment for children.
- 6.2.2 Identify emergency care procedures.
- 6.2.3 Identify ways to care for a sick child.
- 6.2.4 Analyze ways to meet developmental needs of children.
- 6.2.5 Contrast relationship between personal expectations and actual parenting responsibilities.
- 6.2.6 Develop strategies for sharing parenting responsibilities.

6.3 Choose nurturing practices that support human growth and development.

- 6.3.1 Identify outcomes of nurturing behavior.
- 6.3.2 Examine the physical, social, emotional and intellectual growth of young children.
- 6.3.3 Analyze factors affecting child development.
- 6.3.4 Assess emerging research about human growth and development. throughout the life span. (i.e., brain development, trends, issues).
- 6.3.5 Identify the importance of setting developmentally appropriate expectations.
- 6.3.6 Create strategies for enriching the play environment of young children.
- 6.3.7 Determine criteria for selecting care and services for children.

6.4 Select communication strategies that promote positive self-esteem in family members.

6.4.1 Demonstrate appropriate communication skills for children at varying developmental stages.
6.4.2 Evaluate how interaction between parent and child affects their respective development.
6.4.3 Identify relationship between self-esteem of parent and child.
6.4.4 Plan appropriate strategies for enhancing child's self-esteem.

6.5 Assess common practices and emerging research about discipline on human growth and development.

6.5.1 Distinguish between guidance, discipline and punishment.
6.5.2 Assess the importance of positive guidance and discipline.
6.5.3 Evaluate positive guidance and disciplinary techniques.
6.5.4 Determine consequences of parenting practices to the individual, family and society.

6.6 Assess the impact of abuse and neglect on children and families and determine methods for prevention.

6.6.1 Define child abuse (e.g. physical, sexual, emotional) and child neglect.
6.6.2 Analyze factors that contribute to situations of child abuse and child neglect.
6.6.3 Analyze outcomes of child abuse and child neglect.
6.6.4 Identify strategies for managing anger, frustration, separation and loss.
6.6.5 Create strategies for preventing and intervening in child abuse and child neglect situations.

6.7 Assess community resources and services available to families.

6.7.1 Appraise community resources that provide opportunities, information assistance and support related to parenting.
6.7.2 Review current laws and policies related to parenting.

6.8 Examine biological processes related to prenatal development, birth and health of child and mother.

6.8.1 Identify factors affecting prenatal health of mother and child.
6.8.2 Plan strategies to obtain and allocate resources (e.g. time, space, money, energy) to ensure emotional and physical well-being of parent.
6.8.3 Develop strategies for providing care of new child.
6.8.4 Investigate the interrelationship of heredity and environment on human growth and development.

6.8.5 Consider the emotional factors of prenatal development and birth in relation to the health of the parents and child.
6.8.6 Develop strategies to ensure integration of new child and family.
6.8.7 Explain bonding process and how it impacts parent-child relationships.

6.9 Examine implications of alternatives to biological parenthood.

6.9.1 Assess consumer information relating to technology of alternatives to biological parenthood.
6.9.2 Analyze the impact of alternatives on the roles and responsibilities of parenting.
6.9.3 Determine legal and ethical impacts of technology.

Sample Scenario

You are a parent of middle school age child. Several other parents in your neighborhood have asked your child to baby-sit for their younger children. Baby-sitting for the neighborhood children would be an opportunity for your child to learn responsibility and earn some extra spending money. Your child is the youngest in your family and experience with small children has been limited. Develop a plan to help your child learn about the care and development of young children so that everyone involved (parents, baby-sitter, and young children) can feel secure during a baby-sitting situation. Present your plan to an audience of parents, teachers of young children, nurse and/or other appropriate people.

Sample Guiding Questions

1. What should you consider when taking a baby-sitting job?
2. How can you learn more about parenting and child development skills needed by a baby-sitter?
3. How would you evaluate baby-sitting skills?
4. What advice would you give to other middle school students who would like to baby-sit?

National Standards for Family and Consumer Sciences
Competency Connection

Middle School Content Competency	National Content Standard
6.1	15.1
6.2	15.1
6.3	15.2
6.4	15.2
6.5	15.2
6.6	15.1
6.7	15.3
6.8	15.4
6.9	15.4

Core ITAC Competency Connections

Strand 1: Solving Problems & Thinking Skillfully	1.1, 1.2, 1.3
Strand 2: Communicating Effectively	2.1, 2.2, 2.5, 2.11
Strand 3: Applying Technology	3.1, 3.2
Strand 4: Working Responsibly	4.1, 4.4, 4.6
Strand 5: Planning & Managing a Career	5.2
Strand 6: Managing Resources	6.3, 6.6, 6.7

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